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ABSTRACT

The Aides to Career Education (ACE) Program, a Los Angeles Vocational Amendments Part A project, employs instructional aides to help disadvantaged vocational education students develop positive attitudes toward education and employment, more cooperative behavior, pride in their course work, efficiency in completing assigned tasks, and improved attendance. The purpose is to improve the students' educational performance and employment potential. The evaluation included: (1) analysis of quantitative data; (2) administration of questionnaires to certified, classified, and student personnel; (3) on-site visitations by project administrators; and (4) a comparison study of student achievement. The findings are presented and discussed, concluding that the program effectively met its overall goal of increasing individual assistance to disadvantaged vocational education students and had a generally positive effect on them. The aides' greatest efforts were in direct assistance to students, as guidelines required. Project objectives for median rating of 3.0 or more (on a 1-to-4 scale) in selected program aspects were met, except for the dropout rate and school attitudes. Grades in ACE classes were slightly higher than in others, but citizenship grades were similar. Inservice education was generally effective. The number of aides and their hours were deemed inadequate. Survey instruments and human relations workshop evaluations are appended. (AJ)

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AIDES TO CAREER EDUCATION

1974-75: An Evaluation

A Vocational Education
Part A Amendments Project

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AIDES TO CAREER EDUCATION, 1974-75: AN EVALUATION

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A VOCATIONAL EDUCATION AMENDMENTS (P.L. 90-576)
Part A, Section 102(b) Project

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INTRODUCTION

The intent that high priority be given to those who are disadvantaged was expressed by Congress in enacting the Vocational Education Amendments (VEA) of 1968. The Amendments specify that each state's allotment of Vocational Education Part A funds, and at least 15 percent of Part B funds, be utilized to assist disadvantaged persons. The term "disadvantaged", as stated in the California State Plan for Vocational Education, refers to persons who have academic, social, economic, or cultural handicaps which prevent them from succeeding in regular vocational programs. This classification includes persons whose need for extra educational assistance is a result of poverty, neglect, delinquency, or cultural and linguistic isolation from the community at large; it does not include physically or mentally handicapped persons unless they are also affected by the other handicaps listed above.

The Aides to Career Education (A.C.E.) Program was implemented in the Los Angeles Unified School District as a Vocational Education Amendments Part A Project in December, 1972. The purpose of the ACE Program was to provide assistance to disadvantaged students in vocational education courses by employing instructional aides to assist in improving the educational performance and in enhancing the employment potential of disadvantaged students. Through the extra assistance received from instructional aides, disadvantaged vocational students were to benefit by developing positive attitudes toward their education and employment outlook, more cooperative behavior with teachers and peers, pride in the quality of their course work, efficiency in completing assigned tasks, and improved attendance.

During its first year in 1972-73 the A.C.E. Program was funded as a VEA Part A project. The program started its second year in October, 1973, with funding from VEA Part B. The subsequent group of aides starting in February, 1974, was funded by a VEA Part A project. The third year of the program (1974-75) was begun with VEA Part B funding. Additional instructional aides were provided in February, 1974, and in February, 1975, with VEA Part A project funds.

PROGRAM IMPLEMENTATION

Initial Planning

The Los Angeles Unified School District has numerous aide classifications. It includes 53 high schools. Therefore, initial goals in planning the 1972 program were to determine the class of aides to be hired and the schools to receive aides. Supervisors and teachers expressed interest in employing aides who were subject field specialists. The title selected was Instructional Aide because it required expertise in a given field.

The following high schools were chosen to participate during 1972-73: Banning, Belmont, Crenshaw, Dorsey, Fremont, Garfield, Jefferson, Jordan, Lincoln, Locke, Roosevelt, San Fernando, Washington, and Wilson. School selection was based on criteria for designation as a target school under the Elementary and Secondary Education Act. Regional Occupational Centers (ROC) also included in the project were Central City, East Los Angeles, Harbor, North Valley, and West Valley. The typical high school or ROC includes the following vocational departments: Agriculture, Business, Health Occupations, Home Economics, and Industrial Education.

By the third year (1974-75) 63 school sites were involved in the program with a total of some 350 instructional aides. In addition, the program had evolved to the point where 16 specialized classes of instructional aide had been created by the district's classified personnel division. Competitive exams for the various classes of instructional aide were then held, making most aide assignments for the 1975-76 school year on the basis of a promotional eligibility list.

Implementation

The first step in implementing the program was to receive administrative approval from area superintendents and to notify school principals and department chairmen of the instructional aide allocation to their schools. The prospective aides were identified by one of two methods. The department chairmen and their staffs were asked to identify former students who possessed the necessary skills to serve in a specific field. If the school did not identify individuals, the project coordinator assisted by recruiting and referring prospective aides to schools.

During the first year of operation, the senior high schools and occupational centers recruited 76 percent of the aides employed. The remainder were recruited by staff of the Office of Programs for the Disadvantaged in Vocational Education from state colleges, universities, and community colleges. The first group of 30 A.C.E. aides was given five days of preservice training in December, 1972. Information on the following topics was provided: school administration, counseling, career advisement, work experience coordination, classified staffing, regional occupation programs, audio visual techniques, and program accountability. District and State Department of Education vocational personnel made presentations to the instructional aides on these

topics. Two additional groups of aides were provided with preservice training in January and February of 1973. By Spring, 1973, the number of schools was increased from 14 to 21.

The second year of operation began in October of 1973. The number of participating schools increased from 21 to 28. In January, 1974, the program was expanded to all 49 regular secondary schools in the district. Vocational department chairmen were notified of their allocation and preservice workshops were provided to orient new aides.

The third year of the program was begun in October of 1974. It included all 49 regular high schools, two special high schools, the five ROC centers, the ROP center, the District's T-V station, and six junior high schools. The administration of the program had now proceeded to the point where notification of the number of aide positions allocated was given to each school principal, who in turn selected the vocational classes within his school which were to receive aides.

Inservice Education

Workshops were held on a monthly basis beginning in December, 1972. The purposes of the workshops were two-fold: the development of skills of the instructional aides, and the acquisition of feedback about the program. Topics presented included techniques for motivating and working with students and specific information on the various vocational areas. Workshops were held in one central location during the 1972-73 school year. To alleviate transportation problems and to provide smaller group size, area workshops were held for Valley, South, and Central schools during the 1973-74 school year. Lectures and small-group discussion techniques were used in the workshops; occasionally, groups met according to vocational subject areas. A unique addition to the

workshops was the introduction of Organizational Development training sessions on a bimonthly basis during the 1974-75 school year and audio-visual training sessions on the alternate months.

Handbook

In Spring, 1973, teachers and aides prepared a handbook to provide information on the intent and operation of the A.C.E. Program. The A.C.E. Program handbook was utilized extensively by aides, teachers, and administrators during the 1973-74 school year. Sections on community agencies, teacher/aide relationships, and a bibliography were added in an updated version for 1974-75.

Advisory Committee

In the Fall of 1973 an advisory committee was formed for Programs for the Disadvantaged in Vocational Education; the committee included members from both the public and private sectors of the community. Institutions represented included the Employment Development Department, Rockwell International, Pacific Telephone Company and the Department of Public Social Services. Also serving were representatives from the school district, including one administrative coordinator, one principal, two teachers and two students. The committee was enthusiastic and provided invaluable input for improvement of the A.C.E. program.

The advisory committee met three times during the 1973-74 school year, reviewed the ongoing program intensively, and recommended the following: that aides serve an entire school year, that the number of aides be increased, and that students who received assistance be followed up to determine the impact of the program.

The advisory committee met an additional three sessions during the 1974-75 school year. The advisory committee was brought up to date on the status of the recommendations made during the 1974-75 school year, two of which were

implemented. The creation of the specialized instructional aide class codes made it possible to have the aides serve for the entire school year, and the combined VEA Part A project and VEA Part B set-aside funds made it possible to increase the total number of aides hired during the third and final year of the Part A project.

PROJECT OBJECTIVES

Project objectives for the 1974-75 school year were as follows:

Teachers and students will rate the effectiveness of the program in improving vocational skills in vocational courses during the 1974-75 school year with a median rating of 3.0 or more on a scale from 1.0 (low) to 4.0 (high)

Teachers and students will rate the effectiveness of the program in improving academic skills in vocational courses during the 1974-75 school year with a median rating of 3.0 or more on a scale from 1.0 (low) to 4.0 (high).

Attendance of students in vocational education classes with ACE aides during the 1974-75 school year will be higher to a statistically significant degree than attendance of those students in comparable classes without ACE aides during the 1973-74 school year.

The impact of the ACE Program will reduce the student dropout rate among students served during the 1974-75 school year as reported by students, teachers, and ACE aides.

Teachers and ACE aides will rate the effectiveness of the program in improving student attitude toward self, education, and employment during the 1974-75 school year with a median rating of 3.0 or more on a scale from 1.0 (low) to 4.0 (high).

EVALUATION PROCEDURE

The evaluation of attainment of project objectives for the 1974-75 Aides to Career Education Program was conducted in three areas: (1) analysis of quantitative data; (2) administration of questionnaires to certificated, classified, and student personnel; and (3) onsite visitations by project administrators.

The 1974-75 ACE evaluation refined the three areas evaluated during the previous school year and added a comparison study of student achievement with and without instructional aide assistance.

Analysis of Quantitative Data

Quantitative data relating to the grade level of students, type of disadvantaged, means of verifying disadvantage, and degree of success were accumulated by A.C.E. aides on program data sheets. These data were summarized and tabulated.

In addition a random sample of A.C.E. aides completed an aide profile questionnaire. Data from these questionnaires provided an overview of the aide population.

Data on student attendance, grades in vocational education courses, and citizenship marks were gathered from the cumulative record cards of a random sample of students by a team of teachers who were trained by the project director and evaluator. The significance of differences between mean attendance was assessed with the t-test for related measures. Median grade and citizenship marks were calculated.

Questionnaires

During the Spring, 1975, semester an external assessment program was implemented. Questionnaires were administered to A.C.E. aides, teachers, school administrators, vocational education supervisors, and students in a posttest-only design, although

comparisons to 1973-74 data were made in selected areas. The questionnaires were designed to gather data from the above mentioned respondents relating to the effectiveness of the program in meeting its goals of improving the educational performance and enhancing the employment potential of students assisted.

Rating scale items were analyzed and presented in frequency distributions, and median ratings were calculated. Responses to open-ended questionnaire items were categorized and presented in frequency distributions.

On-site Visitations

A vital part of the ACE Program's ongoing evaluation involved on-site visitation of the instructional aides. The visitations enabled the coordinator and program consultant to monitor such aspects of the program as aide-student relationships and the duties performed by the aides. Feedback was also obtained from administrators and teachers as to the effectiveness of the program.

An unanticipated result of on-site visitations by the program administrators was a visible increase in the morale of both the aides and the teachers with subsequent in-service attendance becoming markedly more regular for those aides who were visited in comparison with those who were not visited.

FINDINGS

Analysis of Quantitative Data

Analysis of program data sheets revealed that 4900 disadvantaged secondary students were served by instructional aides from the A.C.E. program (see Table 1). This form also yielded data on how students were identified as disadvantaged (see Table 2).

Table I

Students Served by A.C.E. Program

Grade Level	N
7	32
8	29
9	87
10	1238
11	1165
12	1216
ROC	776
Ungraded	357
Total	4900

Table 1 is based on Form 5.

Table 2

Identification of A.C.E. Students

Type of Disadvantage	N*
Academic	2819
Social	1345
Economic	572
Cultural	728
Other	583

Type of Verification	N*
Cumulative Record	830
Attendance Record	832
Asst. Principal's Record	178
Teacher's Rollbook	3421
Other	279

*Duplicated Count
Table 2 is based on Form 5.

Teachers and aides were also asked to assess the results of the program on individual students. Their responses indicated that results with more than 80% of the students were positive (see Table 3).

Table 3

Staff Evaluation of A.C.E. Program
Effectiveness with Individual Students

Type of Results Reported with Students	N	%
Positve Result	2973	83
Negative Result	389	11
Other	218	6

Table 3 is be on Form 5.

A random sample of A.C.E. aides completed an aide profile questionnaire (see table 4). The majority of A.C.E. aides in the sample were continuing with some form of postsecondary education while working with the program.

Table 4

Profile of A.C.E. Aides

Characteristic		N	Median
Sex			
	Male	41	
	Female	100	
Mean dependents / A.C.E. aide	.82		
Age - range: 18 to 67 years			30.3 years
Highest grade attained			
	Less than 12th grade	9	
	12th Grade	60	
	Jr. college (a.a. - 20)	36	
	4 yr. college (B.A. or B.S. - 23)	33	
	R.O.C. (inc. with 12th grade educ.)	6	
Number currently enrolled in postsecondary education		75	

N = 141

Table 4 is based on Form 7.

The cumulative records of a random sample of students in vocational education classes with A.C.E. aides during the Spring, 1975, semester, and who were also enrolled in vocational education classes without A.C.E. aides during the Spring, 1974, semester, were utilized as a source of data to determine the effect of the presence of A.C.E. aides on attendance. The mean number of days absent in the non-A.C.E. group was 10.70, while the mean days absent of the same students with A.C.E. aides the following year was 13.34. This difference was significant at the .001 level (see Table 5). It was not possible to gather the same data for a group who never had the services of A.C.E. aides for the two years; thus the effect on attendance of being in a higher grade is not known.

Table 5

Attendance of Students in Classes With and Without A.C.E. Aides

No. of Students	Mean Absences Spring 1974*	Semester Spring, 1975**	Significance
416	10.70	13.34	.001

*In vocational education class without A.C.E. aide in Spring, 1974
**In vocational education class with A,C,E, aide in Spring, 1975 (same students one year later)
***Random sample of students with attendance figures matched from 1973-74 to 1974-75

Table 5 is based on Form 8.

The course grades of the random sample of students from Spring, 1974, to Spring, 1975, yielded median grade point averages of 3.3 (on a scale from 1-F to 5-A) for the non - A.C.E. semester and 3.4 for the A.C.E. semester (see Table 6). Median citizenship marks for the students were the same for both semesters (see Table 7).

Table 6

Grades of Students in Classes With and Without A.C.E. Aides

N	Frequency of Grades Spring, 1975*					Median Grade (A=5, F=1)	Frequency of Grades Spring, 1974**					Median Grade (A=5, F=1)
	A	B	C	D	F		A	B	C	D	F	
416	80	104	104	75	16	3.4	64	101	129	68	17	3.3

*In vocational education class without A.C.E. aide
**In vocational education class with A.C.E. aide
***Random sample of students with grades matched from 1973-74 to 1974-75

Table 6 is based on Form 8.

Table 7

Citizenship Marks of Students in Classes With and Without A.C.E. Aides

N	Area	Frequency, Spring, 1975* Excel.	Satis.	Unsat.	Median (E=3,U=1)	Frequency, Spring, 1974** Excel.	Satis.	Unsat.	Median (E=3, U=1)
416	Work Habits	146	162	66	2.2	147	150	77	2.2
416	Cooper-ation	206	117	51	2.6	200	135	39	2.6

*In vocational education class without A.C.E. Aide
**In vocational education class with A.C.E. Aide
***Random sample of students with grades matched from 1973-74 to 1974-75

Table 7 is based on Form 8.

Analysis of Questionnaire Data

In April, 1975, questionnaires were distributed to the 350 A.C.E. aides; completed forms were returned by 153 respondents. A.C.E. aides were asked to rank the major activities they performed in order of the amount of time devoted to each. Analysis of the rankings indicated that the major tasks performed by the aides related to assistance in vocational and academic skills (see Table 8). According to project guidelines, supportive tasks, such as clerical duties and preparation of instructional materials, were to be secondary to direct assistance to students. The rankings of most respondents indicated compliance with these guidelines, as they also did during the previous year.

Table 8

Ranking of Amount of Time Devoted to
A.C.E. Aide Activities

ACTIVITY (rearranged in rank order)	FREQUENCY Devoted most time 1	2	3	4	5	Devoted least time 6	MEDIAN RANK 1974-5	1973-4
Providing vocational skills assistance to students individually and in small groups	82	19	12	3	3	5	1.2	1.4
Providing academic assistance to students individually and in small groups	28	42	26	9	12	2	2.3	2.5
Assisting students in attaining positive attitudes toward education	4	35	42	25	13	1	3.0	3.1
Preparing instructional materials	6	12	24	49	23	4	3.8	3.6
Clerical duties	8	14	14	28	44	9	4.3	4.5
Communication with parents and other district personnel	1	0	0	4	17	88	5.8	6.8

Table 8 is based on Form 1. N=153

Aides were also asked to rate other aspects of the program. Median ratings of most aspects of the program were positive, ranging from 2.6 to 3.9 on a scale from 1 (low) to 4 (high), despite recommendations for improvement in some of these aspects on open-ended questionnaire items (see Table 9). The median rating of the method used to identify disadvantaged students was 2.8, indicating concern in this area for the second year. An increasing area of concern was the number of hours of work budgeted for each week.

Table 9

Aide Ratings of A.C.E. Program

ITEM	FREQUENCY					MEDIAN	
	Doesn't Apply	Poor			Excellent		
	0	1	2	3	4	1974-5	1973-4
Rate the following aspects of the program							
In improving vocational skills of students	4	2	6	47	94	3.7	N/A
In improving academic skills of students	13	4	34	64	38	3.0	N/A
In reducing the dropout rate among students assisted	32	15	43	32	31	2.6	N/A
In improving self concept of students assisted	4	0	27	61	61	3.3	N/A
In improving attitude toward school of students assisted	8	6	42	57	40	2.9	N/A
In improving attitude toward employment of students assisted	18	5	29	53	48	3.1	N/A
The teacher's understanding of your role	0	9	13	31	100	3.7	3.7
The teacher's acceptance of you in the classroom	2	3	3	17	128	3.9	3.9
Your work schedule	0	3	10	37	103	3.8	3.7
Number of hours/week budgeted	4	28	31	40	50	2.9	3.3
Method used to identify disadvantaged students you work with	4	20	35	65	29	2.8	2.9
Overall adequacy of inservice education	7	8	25	62	51	3.1	3.2

Table 9 is based on Form 1. N=153

Aides also completed open-ended questionnaire items relating to inservice education needs, contributions of the program, and recommendations for improving the program. Several major contributions of the program were identified by aide respondents. Most related to the program goals of providing vocational and academic help to students (see Table 10).

Table 10

Comments of A.C.E. Aides

ITEM	Categorized Comments	FREQUENCY*
What do you feel are the major contributions this program has made?	Individual assistance for students	63
	Motivating students	34
	Providing more time for the teachers to teach	30
	Relating to students	26
	Helping students keep up on make up absences	21
	Improved vocational education	16
	Aid for disadvantaged students	14
How could the program be improved?	Provide more hours/day and days/year	62
	Increase the number of aides	18
	Improve the teacher's understanding of the aide's role	13
	Improve the schedule and locations for inservice education	10
What type of inservice education would be of most benefit to you at this time?	Provide workshops for the different subject areas	30
	Provide assistance with instructional techniques	14
	Techniques for dealing with discipline problems	13
	Workshops which involve both aides and teachers	11
	Provide opportunities for group discussion	10
	Techniques for working with disadvantaged students	10
	Techniques for motivating students	7
	Career education	5
	Continue the same type of inservice education	4

*Duplicated count N=153

Table 10 is based on Form 1.

A number of areas of concern arose among recommendations for improving the program which were mentioned by aide respondents (see Table 10). A significant number of respondents indicated a need for increasing the number of hours and days budgeted for A.C.E. aides. A major problem cited by aides during the 1973-74 school year was the need for clarification of the aide's role in the classroom. Results from this year indicate improvement in the situation.

The need most often cited in the area of inservice education was for workshop sessions devoted to specific subject areas within vocational education (see Table 10).

Questionnaires were administered in April, 1975, to each of the teachers to whom an A.C.E. aide was assigned. Completed questionnaires were returned by 183 respondents. Median teacher ratings by the respondents of selected aspects of the program ranged from 3.1 to 3.7 on a scale from 1 (low) to 4 (high) (see Table 11), indicating that teachers were generally satisfied with the program.

Teachers were also asked to rate the adequacy of their A.C.E. aides in a number of areas. Median ratings by teachers ranged from 3.5 to 3.9 on a scale from 1 (low) to 4 (high) (see Table 12), indicating that most teachers were well pleased with the quality of the aides.

Teachers responded to open-ended questionnaire items relating to contributions of the A.C.E. program, recommendations for improving the program, and further needs for inservice education. Most frequently mentioned as contributions to the program were individual assistance to students, particularly the slower ones, and the release of the teacher for providing increased instruction (see Table 13). These were similar to those mentioned by A.C.E. aides.

Table 11

Teacher Ratings of A.C.E. Program

ITEM	FREQUENCY					MEDIAN	
How effective was your aide in:	Doesn't Apply	Very Ineffective			Very Effective	1974-75	1973-74
	0	1	2	3	4		
Providing assistance in vocational skills to students individually and in small groups	3	2	4	68	106	3.7	3.7
Providing assistance in academic skills to students individually and in small groups	41	2	9	79	52	3.3	3.2
Prepaing instructional materials	30	8	15	64	66	3.3	3.6
Assisting students in attaining positive attitudes toward school	9	1	14	74	85	3.5	3.5
Assisting students in developing positive attitudes toward employment	20	2	11	78	72	3.4	N/A
Assisting students in improving self-concept	14	3	14	78	74	3.4	N/A
Communicating with parents and other district personnel	103	6	10	34	30	3.2	3.2
Dealing with discipline - related situations	57	8	14	61	43	3.2	3.2
Maintaining positive interpersonal relationships with you	2	3	5	43	130	3.8	3.9
Informing teachers and other school staff members about program goals and the role of ACE aides.	49	6	19	65	44	3.1	3.3

Table 11 is based on Form 2. N=183

Table 12

Teacher Ratings of A.C.E. Aides

ITEM	FREQUENCY					MEDIAN	
	Doesn't Apply	Inadequate		Adequate			
	0	1	2	3	4	1974-75	1973-74
Please rate the adequacy of your aide in the following areas:							
Content background and skills in your subject area	1	1	9	60	112	3.7	3.6
General academic skills	6	1	9	74	93	3.5	3.5
Willingness to accept responsibility	1	4	7	41	130	3.8	3.8
Reliability of attendance	0	8	8	44	123	3.8	3.8
Punctuality	0	7	13	42	121	3.7	3.8
Maturity	0	3	9	49	122	3.8	3.8
Appearance	0	1	6	45	131	3.8	3.8
Reliability	4	5	7	28	139	3.9	N/A

Table 12 is based on Form 2. N=183

Table 13

Teacher Comments

ITEM	CATEGORIZED COMMENTS	FREQUENCY*
What are the major contributions of this program to your instructional situation?	Individual assistance to students	116
	Release teacher for more teaching	55
	Assistance to slower students	40
	Rapport with students	14
	Development of instructional materials	13
	Care of equipment and supplies	6
	Recordkeeping	6
	Assistance with non-English speaking students	6
	Career education assistance	4
How could the Aides to Career Education Program be improved?	Increased number of hours for aides	41
	Review procedures for screening and selecting aides	19
	Increased number of aides	16
	No improvement needed	16
	Continue inservice education	13
	Assign aides earlier in school year	8
	Relay guidelines for use of aides	8
	Give aides permanent status	4
	Continue aide assignments to end of school year	2
What type of inservice education would be of most benefit to your aide at this time?	Content skills in vocational subject areas	40
	No inservice education needed	29
	Teaching techniques	24
	Use of Audio Visual equipment	17
	Management of behavior problems	14
	Demonstrations and field trips	4
	Role of the instructional Aide	4
	Working with the disadvantaged student	4

What assistance can the program provide to you to help you work more effectively with your aide?

59* Workshops
If so, do you prefer weekday afternnon? 36 or Saturday? 10
39* A Handbook
19* Individual consultation with program administration
83* No assistance needed
3* Other Orientation 2 Conference period 1

*Duplicated count
Table 13 is based on Form 2.

Teachers again this year concurred with A.C.E. aides in their most frequently mentioned recommendations for improving the program. They were most interested in increasing the number of hours budgeted for each aide and the number of aides assigned to each school (see Table 13). A dramatic increase over last year in the number of teachers concerned about selection procedure for aides was noted.

In their comments about the inservice education needs of their aides, teachers again indicated that the area of greatest need was in the different subject fields of specialization of the aides. Teaching techniques, the use of A.V. equipment, and discipline were also frequently mentioned needs.

When teachers were asked how the program could help them work more effectively with their aides, the most frequent response was that no assistance was needed (see Table 13). Workshops, preferably held on weekday afternoons, and a handbook were most frequently identified as methods for assisting teachers in working more effectively with their aides.

Questionnaires were distributed to administrators in the 63 schools where A.C.E. aides were assigned during the 1974-75 school year. Questionnaires were returned by 141 respondents, in contrast to the 52 returned last year. Some were completed by administrative personnel other than the principal. Major contributions of the program identified by administrators were similar to those mentioned by aide and teacher respondents - individual help for students and releasing the teacher to provide more instruction (see Table 14).

Administrator recommendations for improving the program included increasing the number of hours provided for aides and the number of aides assigned (see Table 14). For the second year almost all of the respondents reported that no significant administrative problems had arisen as a result of the program. Although many felt that no further inservice education was needed, some recommended an

orientation procedure, additional vocational training, and joint training of teachers and aides. Most administrator respondents again reported the need for additional A.C.E. aides.

Table 14

Administrator Comments

ITEM	CATEGORIZED COMMENTS	FREQUENCY*
What are the major contributions of this program to the vocational education efforts in your schools department?	Individual help	90
	Releasing teacher for teaching	27
	Assistance to slower students	20
	Motivation through student rapport with aide	16
	Improved job skills	11
	Increased safety, improved discipline	4
How could the Aides to Career Education program be improved?	Additional aides	27
	Improve quality of aides by improving selection procedures	26
	Provide additional hours	25
	Assign aides early in the year	15
	Increase inservice education	14
	Clarify the role of the aide	10
What administrative problems, if any, have resulted from the ACE Program in your school?	No problems encountered	106
	Limitation on hours for and numbers of aides	6
	Evaluation of aides by teachers	3
	Preparation of payroll	2
What needs for further inservice education for the aides in your school/department have you noted?	No needs noted	50
	Joint training of teacher and aide	18
	Vocational training	16
	Interpersonal and multicultural relations	15
	Orientation	6
	Use of AV aids	5

Is there a need for increasing the number of aides in the vocational program at your school?

Yes 101 (81%) No 24 (19%)

If so, in what subject area(s)

Industrial Arts 54	All subject areas 12	Evening program 3
Business Education 19	Agriculture 5	
Home Economics 17	Nursery school 1	

*Duplicated count

Table 14 is based on Form 3.

Administrator ratings of selected aspects of the program ranged from 2.9 to 3.8 on a scale from 1 (low) to 4 (high) (see Table 15). Communication between the program and school staffs and parents continued to be an area of some concern during this second year.

Questionnaires were distributed to the six district vocational education supervisors. Three completed questionnaires were returned. Responses to open-ended items indicated that a lack of effective communication between the program and vocational education supervisors was a significant problem (see Table 16).

A random sample of five students working with each A.C.E. aide was selected in order to evaluate student feelings about the effectiveness of the program. Questionnaires were completed and returned by 790 of the 1500 students to whom they were distributed. Median student ratings of selected aspects of the program ranged from 3.3 to 3.9 on a scale from 1 (low) to 4 (high) (see Table 17). A significant number of students again responded "does not apply" to the item relating to academic assistance, indicating for the second year their perception that most assistance was in vocational and interpersonal areas. This was also indicated in their responses to an open-ended item relating to the type of assistance received from A.C.E. aides (see Table 18). Most identified vocational skills as an area of assistance received from the aide; a much smaller proportion mentioned academic skills.

Most student recommendations for improving the A.C.E. program again related to increasing the number of hours budgeted for aides and the number of aides assigned (see Table 18). Some students recommended improvement of aide skills in interpersonal relations, although this year a larger proportion identified the interpersonal skills of the aides as a strength of the program.

Table 15

Administrator and Staff Ratings

ITEM	FREQUENCY					MEDIAN	
	Doesn't Apply	Very Ineffective			Very Effective	1974-75	1973-74
	0	1	2	3	4		
How effective do you feel the program was in:							
Providing vocational skills assistance to students individually and in small groups	4	0	4	40	93	3.8	3.5
Providing academic assistance to students individually and in small groups	19	0	8	64	50	3.3	3.2
Reducing incidence of discipline problems	24	4	6	51	56	3.5	3.2
Improving communication with parents and other district personnel	63	10	10	37	21	3.0	2.9
Informing teachers and other school staff members about program goals and the role of ACE aides	45	8	18	53	17	2.9	2.9

Table 15 is based on Form 3. N=144

Table 16

Comments of Vocational Education Supervisors

ITEM		FREQUENCY
How did the A.C.E. program effect communication with your office?	Communication was inadequate	3
How could this communication be improved?	Provide to supervisors copies of memos and brochures for teachers and building administrators	2
	Involve supervisors in inservice education of aides	1
How have aides from the A.C.E. program contributed to the effectiveness of instruction	Very helpful to teachers	2
	Unknown	1
How could the A.C.E. program be improved?	Improve selection of aides, especially with regard to exam	3
	Provide inservice for specific subject areas	1
	Stress individual assistance to students	1

Table 16 is based on Form 6. N=3

Table 17

Student Ratings of A.C.E. Program

ITEM	FREQUENCY					MEDIAN	
	Doesn't Apply	Not Effective		Very Effective		1974-75	1973-74
	0	1	2	3	4		
How effective was the A.C.E. aide in:							
Helping you and other students in your class	4	4	23	150	609	3.9	3.8
Getting along with you and other students in your class	5	6	33	92	654	3.9	3.9
Helping you improve in vocational skills	42	16	54	171	307	3.8	3.7
Helping you improve in reading and/or math skills in the vocational class	472	26	52	101	139	3.3	3.7

Table 17 is based on Form 4. N=790

Table 18

Student Comments

ITEM	CATEGORIZED COMMENTS	FREQUENCY*
What kind of assistance did you receive from the A.C.E. aide?	Help with vocational learning problems	660
	Help with study skills	65
	Help with equipment and machinery	65
	Aide was patient	44
	Helped the teacher	25
	Encouragement	24
	No help at all	19
	Someone to talk to	17
	Advice on getting a job	15
	Help in catching up	9
How could the A.C.E. aide be of more help to you?	Help provided was very satisfactory	325
	Aide should be there longer	98
	Be more helpful	39
	Aide should be more patient and relate better	37
	Increase the number of aides	35
	Aide should have better control of subject matter	34
	Provide better explanations	14
	Aide should be bilingual	2

*Duplicated count N=790

Table 18 is based on Form 4.

CONCLUSIONS

The conclusions which follow are based on data gathered to assess the attainment of program objectives and to provide feedback on related areas of the program.

The responses of all categories of respondents indicated that the program was extremely effective in meeting its overall goal of increasing individual assistance to disadvantaged students in vocational and academic aspects of vocational classes.

Respondents indicated again this year that the program had a generally positive effect on the students assisted, particularly on slower students who were behind in their work.

The utilization of aides during this second year that the program has been evaluated was again in compliance with program guidelines which required that the greatest efforts of the aides be in the area of direct assistance to students.

Project objectives for median ratings of 3.0 or more (on a scale from 1-low to 4-high) in selected aspects of the program were met in all areas, with the exception of decreasing the drop-out rate and improving student attitude toward school, which were slightly lower.

Results for improving attendance as a result of the project were inconclusive because of the lack of a comparision group. Grades in vocational education classes with A.C.E. aides were slightly higher than in those without. Citizenship grades were similar in both types of classes.

Inservice education was again found to be generally effective. Teacher involvement was reported to be much improved over last year. The need for subject matter oriented sessions was again strongly recommended this year.

Although the role of the aide was a problem for teachers, aides, and administrators last year, the issue seemed to be resolved this year. Respondents in all three categories made little mention of the need for further clarification this year. In the case of vocational education supervisors, however, the need for improved communication was again reported.

The number of hours assigned to each aide and the number of aides assigned to each school were again reported by all categories of respondents to be inadequate to meet student needs. The assignment of aides earlier in the school year did, however, alleviate some problems reported last year.

RECOMMENDATIONS

The following recommendations for improving the Aides to Career Education Program are based on findings and conclusions:

The program should continue its emphasis on providing individual assistance to disadvantaged students in vocational education classes.

Increased attention should be given to the possible role of aides in lessening student absences and in preventing dropouts.

Successful program efforts to clarify the role and limitations of aides to teachers, administrators, and aides should be continued.

The possibility of increasing the numbers of hours assigned to aides and the numbers of aides to schools should be explored.

Strong efforts should be made to improve communication between vocational education supervisors and the A.C.E. program.

The possibility of organizing inservice education sessions around specific subject matter specialties for aides working in those areas should be given careful consideration.

APPENDIX A

Form 1	Aide Questionnaire
Form 2	Teacher Questionnaire
Form 3	Administrator and Staff Questionnaire
Form 4	Student Questionnaire
Form 5	Program Data-Aides to Career Education Program
Form 6	Supervisors of Vocational Education Questionnaire
Form 7	Aide Profile
Form 8	Attendance, Grade, and Citizenship Tabulation Form

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH

Aides to Career Education (ACE) Program

AIDE QUESTIONNAIRE

Please help us evaluate the ACE Program by completing this questionnaire.

Check one: _____ Agriculture _____ Health Occupations _____ Industrial Education

_____ Business _____ Home Economics

1. Please rank the following activities from 1 to 6 according to the amount of time you devote to each. Assign rank 1 to the activity you spend the most time on, rank 2 to the next, and so on.

   _____ Communicating with parents and other district personnel

   _____ Providing vocational skills assistance to students individually and in small groups

   _____ Classroom clerical type duties

   _____ Assisting students in attaining positive attitudes toward education

   _____ Providing academic assistance to students individually and in small groups

   _____ Preparing instructional materials

   _____ Other _____
   specify

Please rate the effectiveness of the program in the following areas by circling the appropriate number.

	Doesn't Apply	Not Effective			Very Effective
2. In improving vocational skills of students	0	1	2	3	4
3. In improving academic skills of students	0	1	2	3	4
4. In reducing the dropout rate among students assisted	0	1	2	3	4
5. In improving self concept of students assisted	0	1	2	3	4
6. In improving attitude toward school of students assisted	0	1	2	3	4

	Doesn't Apply	Not Effective			Very Effective
7. In improving attitude toward employment of students assisted	0	1	2	3	4

Rate the following aspects of the program by circling the appropriate number.

	Doesn't Apply	Poor			Excellent
8. The teacher's understanding of your role	0	1	2	3	4
9. The teacher's acceptance of you in the classroom	0	1	2	3	4
10. Your work schedule	0	1	2	3	4
11. Number of hours per week budgeted	0	1	2	3	4
12. Method used to identify disadvantaged students you work with	0	1	2	3	4
13. Overall adequacy of inservice education	0	1	2	3	4

14. What type of inservice education would be of most benefit to you at this time?

_____

_____

_____

15. What do you feel are the major contributions this program has made? _____

_____

_____

_____

16. How could the program be improved? _____

_____

_____

Using School Mail
please return immediately to: Research and Evaluation Branch Room G265
Central Administrative Offices
Attn: Dr. Alan Crawford

THIS REQUEST FOR INFORMATION HAS BEEN APPROVED BY THE OFFICE OF THE DEPUTY SUPERINTENDENT

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH

Aides to Career Education (ACE) Program

TEACHER QUESTIONNAIRE

Check one: _____ Agriculture _____ Health Occupations _____ Industrial Education
_____ Business _____ Home Economics

Please rate the effectiveness of your aide in the following areas by circling the appropriate number.

How effective was your aide in:	Doesn't Apply	Very Ineffective			Very Effective
1. Providing assistance in vocational skills to students individually and in small groups	0	1	2	3	4
2. Providing assistance in academic skills to students individually and in small groups	0	1	2	3	4
3. Preparing instructional materials	0	1	2	3	4
4. Assisting students in developing positive attitudes toward school	0	1	2	3	4
5. Assisting students in developing positive attitudes toward employment	0	1	2	3	4
6. Assisting students in improving self concept	0	1	2	3	4
7. Communicating with parents and other district personnel	0	1	2	3	4
8. Dealing with discipline - related situations	0	1	2	3	4
9. Maintaining positive interpersonal relationships with you	0	1	2	3	4
10. Informing teachers and other school staff members about program goals and the role of ACE aides.	0	1	2	3	4

Please rate the adequacy of your aide in the following areas:	Doesn't Apply	Inadequate			Adequate
11. Content background and skills in your subject area	0	1	2	3	4
12. General academic skills	0	1	2	3	4

		Doesn't Apply	Inadequate			Adequate
13.	Willingness to accept responsibility	0	1	2	3	4
14.	Reliability of attendance	0	1	2	3	4
15.	Punctuality	0	1	2	3	4
16.	Maturity	0	1	2	3	4
17.	Appearance	0	1	2	3	4
17a.	Reliability	0	1	2	3	4

18. What assistance can the program provide to you to help you work more effectively with your aide? (Check all that apply)

_____ Workshops
If so, do you prefer weekday, afternoon or Saturday? (circle one)
_____ A handbook
_____ Individual consultation with program administration
_____ No assistance needed
_____ Other _____
Specify

19. What type of inservice education would be of most benefit to your aide at this time? _____

_____

_____

20. What are the major contributions of this program to your instructional situation?

_____

_____

_____

21. How could the Aides to Career Education Program be improved? _____

_____

_____

_____

THIS REQUEST FOR INFORMATION HAS BEEN APPROVED BY THE OFFICE OF THE DEPUTY SUPERINTENDENT

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH

Aides to Career Education (ACE) Program

ADMINISTRATOR AND STAFF QUESTIONAIRE

Check one: _____ Principal

_____ Vice-Principal

_____ Deparment Chairman

_____ Other _____
specify

Please help us evaluate the Aides to Career Education Program by circling the appropriate number for the items below.

How effective do you feel the program was in:	Doesn't Apply	Very Ineffective			Very Effective
1. Providing vocational skills assistance to students individually and in small groups	0	1	2	3	4
2. Providing academic assistance to students individually and in small groups	0	1	2	3	4
3. Reducing incidence of discipline problems	0	1	2	3	4
4. Improving communication with parents and other district personnel	0	1	2	3	4
5. Informing teachers and other school staff members about program goals and the role of ACE aides	0	1	2	3	4

6 What administrative problems, if any, have resulted from the ACE Program in your school? _____

_____

7. Is there a need for increasing the number of aides in the vocational program at your school? _____ If so, in what subject area(s)? _____

_____

8. What needs for further inservice education for the aides in your school/department have you noted? _____

_____

9. What are the major contributions of this program to the vocational education efforts in your school / department? _____

_____

_____

10. How could the Aides to Career Education program be improved? _____

_____

_____

_____

THIS REQUEST FOR INFORMATION HAS BEEN APPROVED BY THE OFFICE OF THE DEPUTY SUPERINTENDENT

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH

Aides to Career Education (ACE) Program

STUDENT QUESTIONNAIRE

During the school year an instructional aide from the A.C.E. Program has helped the teacher and worked in your class. We are interested in what you think about this program. Please help us by answering these questions.

What kind of a class are you in? (check one)

_____ Agriculture _____ Health Occupations _____ Industrial Education

_____ Business _____ Home Economics _____ Other _____ specify

How effective was the A.C.E. aide in:

	Doesn't Apply	Not Effective			Very Effective
1. Helping you and other students in your class	0	1	2	3	4
2. Getting along with you and other students in your class	0	1	2	3	4
3. Helping you improve in vocational skills	0	1	2	3	4
4. Helping you improve in reading and math in the vocational class	0	1	2	3	4

5. What kind of assistance did you receive from the A.C.E. aide? _____

_____

_____

_____

6. How could the A.C.E. aide be of more help to you? _____

_____

_____

_____

_____

2/75

THIS REQUEST FOR INFORMATION HAS BEEN APPROVED BY THE OFFICE OF THE DEPUTY SUPERINTENDENT

Form 4

41

PROGRAM DATA SHEETS-AIDES TO CAREER EDUCATION PROGRAM

(due the first of each month)

Course Title: _____

_____

Student Last Name, First Name	Student's Counselor (N/A to ROC centers)	Grade: 10, 11, or 12 (N/A to ROC centers)	Type of Disadvantage: Academic	Social	Economic	Cultural	Other:*	Type of Verification: Cumulative Records	Attendance Records	V.P. Records	Teacher's Notebook	Other:*	RESULTS: Positive	Negative	Neutral	Other:*
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																

Comments on individual students may be entered on reverse side.

*If Other is used please explain on reverse side.

See Pages 10-13 of ACE Program Handbook for description of disadvantage categories, or call 687-4717 if you have questions.

Return through School Mail to:
SANTIAGO JACKSON
CENTRAL OFFICE
H256

Complete This Section

Instr. Aide's Name: _____

Instructor's Signature: _____

School: _____

Month: _____

Form 5

PLEASE COMPLETE INFORMATION ON
REVERSE SIDE OF THIS SHEET:

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH

Aides to Career Education Programs

SUPERVISORS OF VOCATIONAL EDUCATION QUESTIONNAIRE

Please help us evaluate the A.C.E. program by completing this questionnaire. Thank you.

1. How did the A.C.E. program affect communication with your office?

_____

_____

_____

2. How could this communication be improved? _____

_____

_____

_____

3. How have aides from the A.C.E. program contributed to the effectiveness of instruction in your subject area?

_____

_____

_____

4. How could the A.C.E. program be improved? _____

_____

_____

_____

Los Angeles Unified School District
AIDES TO CAREER EDUCATION PROGRAM

AIDE PROFILE

(when possible, circle correct answer.)

NAME: _____ EMPLOYED AT: _____

SEX: M F AGE _____

DEPENDENTS: BOYS_____ GIRLS_____
AGES_____ AGES_____

EDUCATION
Attended secondary school in (city) _____.

Highest grade achieved: 1 2 3 4 5 6 7 8 9 10 11 12
Collegiate (years): 1 2 3 4
RCC Center (years): 1 2 3

Currently attending an educational institution? YES NO
If yes, major field_____.

Degrees Achieved: AA BA MA

Journeyman or License in (field)_____.

PRACTICAL EXPERIENCE:
Have you been employed in a position related to your current aide position? YES NO
If yes, title of position_____.
How long were you employed?_____.

Are you currently employed in another job in addition to your aide position? YES NO
If yes, title of position_____.

ARMED FORCES
Did you serve in the armed forces? YES NO
If yes, which branch?_____.

HOBBIES OR INTERESTS
_____

_____

How did you hear about the aide position?
High school contact_____
College employment office_____
Through an acquaintance _____
Other_____

List second languages in which you are Fluent._____

Speaking Yes_____ No_____
Reading and Writing Yes _____ No _____

Do you live within (circle one) 2 4 6 8 10 more than 10 miles from the school where you work?

SCHOOL _____ TEACHER _____

CLASS _____

GRADE _____

IDENTIFIED DISADVANTAGED WITH AIDE

NO ACCESS TO AIDE

Spring 75						Spring 74			
Student Last Name, First Name	Disadv.	Days Present	Course Grade	Work Habit	Coop.	Days Present	Course Grade	Work Habit	Coop.

APPENDIX B

Evaluation of Organizational Development Human Relations Workshops _____ 43

Questionnaire with Tally _____ 50

LOS ANGELES UNIFIED SCHOOL DISTRICT

AIDES TO CAREER EDUCATION PROGRAM (ACE)

EVALUATION OF ORGANIZATIONAL DEVELOPMENT HUMAN RELATIONS WORKSHOPS PRESENTED BY SOCIAL ENGINEERING TECHNOLOGY

In September, 1974, Social Engineering Technology was contracted to provide a series of human relations workshops for the Aides to Career Education Program. The workshops were designed to meet the following general goals: (1) to promote effective teacher-aide relationships by developing communication skills, (2) to promote identification with the purpose and goals of the instructional aide program; and (3) to promote learning experiences for students with diverse backgroumds and learning styles including social, cultural and economic disadvantages.

To operationalize the aforementioned goals, four two-hour sessions were designed to specifically deal with the human relations skills of helping, group dynamics, power, and creative problem solving. Each of the four sessions were repeated for three sub-areas so that the aides received the same training, but on a more individualized basis.

As part of the final design students were asked to complete a two-part evaluation to answer (1) a multiple choice questionnaire addressing each of the four workshops with one section for open-ended responses, and (2) to suggest other designs for continuing programs recorded on tape cassettes.

The results of each of the programs have been tabulated and comments have been excerpted from 79 individual evaluation forms. Following an overview of the evaluation form are the tabulated responses to individual questions. Reporting such tabulated responses is not so pristine as one would hope because aides who were absent for any one workshop were requested to omit that part of the form, yet some absentees answered questions that they related to the other workshop experiences.

Workshop One: The Helping Relationship

Design: A simulation was developed to help paraprofessionals to understand their styles of helping students.

Implementation: A tower of sugar cubes was built and assistance was given to a blindfolded participant who was instructed to use the non-dominant hand in building the tower. Discussion followed.

Results:

The greatest number of respondents indicated that this exercise gave them a way of learning first-hand how people give and get help. Additionally, the exercise enabled them to think about their own style of helping and provided them with other behaviors to exercise when providing help to students in their classrooms.

Many reported that this particular exercise was the most helpful directly in the classroom; through this type of sensitization they recognized the importance of encouraging the varied attempts of students in their classes. Furthermore, they were more aware of the importance of being able to see a particular problem from students' point of view. Some participants who were blindfolded during this exercise stated that they were able to empathize with disadvantaged students.

Learnings could be generalized. Aides learned that they can easily overhelp a student so that the student loses confidence and becomes too dependent on the teacher. In addition, stopping the learning process in order to take some time out to consider whether there are better ways to solve the problems or better ways of teaching the student were important considerations. Building trust between student and aide was also recognized as necessary as students found that more learning takes place when such trust is built as part of the learning process. (During the discussion that followed the exercise, those blindfolded students stated that they felt better about their projects, and about their learning experience when they established a trusting relationship with their instructor. That feeling of trust was often transmitted through tone of voice, level of anxiety, and helping style.)

Comments from Participants:

"This was the first time I was put in a situation where I was truly the disadvantaged. It made me think of things that I would not have thought of otherwise."

"It put me in the students' position by really understanding their problems and working it out together."

"I learned to listen to other persons' suggestions and to use them rather than try to make them do it my way."

"It made me realize that sometimes I am too helpful and demanding in the way I try to help others."

"Through this experiment I realized that the method of help is different for each student and that you should assist students in the fashion where the student is most at ease."

"It taught me to be more direct and complete about instructions. One of my problems is that if something seems simple for me to do, I feel it must be that way for others too. I found out that it might be a struggle for the other person and the task must be thought of in terms of what kind of help is most useful."

Workshop Two: Coaching Behavior in Groups

Design: A simulation was developed to teach two types of behaviors--those behaviors that help complete the task and those that help towards establishing good relationships among the group members.

Implementation: Problem solving assignments were given to small groups while behavior was coached by the instructors. The problem of giving and receiving feedback was explained through the use of the Johari Window technique.

Results:

The majority of participants felt that they had come to understand the necessity of giving feedback to other members of a group; they agreed that many good ideas are often suggested but are not responded to. Feedback is necessary to help the other person understand what he/she is doing that is helping or hindering the group process, and to let the presenter know how the group feels about the ideas. Participants responded positively to learning about group roles and quickly became aquainted with the various roles they themselves play in both thier personal and professional lives. They recognized those roles which they overplayed and underplayed in the groups they belonged to. They also recognized that positive response to non-verbal communication is often as important as verbal communication, tone of voice and gesture communicate messages as quickly as words.

Comments from participants:

"The trainers made me more aware of factors in group and individual interaction that I already knew about and gave me some new insights."

"The coaching that we were given helped me to see that all persons play various roles in groups."

"I am more aware of what I am saying and how I am coming across to students."

Workshop Three: Power

Design: A simulation was used to examine behavior and to open discussion on the effects of power and influence.

Implementation: The entire group participated in Star-Power, a simulation developed by Western Behavioral Sciences Institute.

Results:

Participants agreed that the simulation made them aware of their own needs for power and the effects of being powerless in our society. For some, the exercise simulated what it might feel like to move from a powerless postion to a powerful one, or to "make it." Some found they could "make it" by cheating others, others found they gained the same results by careful planning and clever negotiation. Both methods sparked lively conversation and simulated thought.

Most of the participants were able to apply the insights gained in the simulation to the classroom. They reported gaining new understandings. Power to some symbolized the students in the "in group", they recognized that disadvantaged students were often shut out of these more influential groups, and that popular and powerful students did little to include the less powerful. Furthermore, the task was also difficult for the teacher who often is also helpless to solve the power problems in the classroom. For some, the exercise and the discussion which followed legitimized the need for instructional aides who, perhaps easier than anyone, might help to equalize power in the classroom or at least understand the disadvantaged, less powerful student.

Comments from Participants:

"I'll remember star-power because I see the "ins" and "outs" in my classroom."

"I learned to understand how some of the disadvantaged students feel when they lack power."

Workshop Four: Problem-Solving

Design: Four problem solving modules were introduced to help paraprofessionals solve both professional and personal problems.

Implementation: The instructors led small groups of aides in the development of problem-solving strategies. Some of the techniques used to simulate the process included: Film: "Is it Always Right to Be Right", Force Field Analysis, and Building on Others' ideas.

Results:

The problem solving exercises helped aides develop their repertoire of problem solving techniques and look at problems from a variety of perspectives. A majority felt that a valuable learning had been the recognition that often,

the ideas of other people are not used, nor even listened to. Creative ideas can be elicited through effective listening to others' ideas, responding to them, and learning to add to them. A great deal of learning was reported to come from recognizing the importance of admitting when one might be wrong.

In applying learnings about problem-solving to the classroom, the majority of participants felt that it would be important to help students learn to listen to one another's ideas. In discussions after the workshop aides related ways of listening better and of being more aware when studnats interrupted one another. Participants indicated that the force field analysis technique of problem-solving was useful, and taught them to identify forces involved in the problem in order to see the problem more vividly.

Comments from the Participants:

"I learned to listen to other people's suggestions and to use them rather than always going by my own ideas for solving a problem... I learned to listen to others... period!"

"I learned how difficult it is to draw the disadvantaged student out of his or her "shell", and I now realize that the students must learn to achieve on his own; you cannot do work and solve problems for him and expect him to develop self-confidence."

"The problem-solving taught me new ways to approach problems with students in the classroom."

"I learned to listen more carefully to what the student has to say. Sometimes their idea can be of great importance in problem solving."

"I will try to admit to students when I don't know something or when I am wrong and not feel embarrassed."

Aides also offered comments about the instructors' presentations and teaching style:

"I thought they were very helpful in establishing positive and better thoughts of oneself. Their enthusiasm just rubbed off and it was stimulating. I'm sorry I missed some sessions."

"They seemed to bring some kind of pep out of me that I didn't know was there. I learned more about human nature from them than I'd probably known before. Knowing these "natures" allowed me to deal with students very effectively to the point where I've gained their trust and self-confidence I've never had. Bravo."

"The innovative approaches that they used encouraged career development for the aides themselves."

"I learned how two people could work together to enhance each others work and not compete with each other. Also the interest and kindness each of them showed to the aides individually gave an excellent example of what they were trying to teach us."

"They made me think beyond the surface that I let others see."

"They really made an impact on my thinking and actions. Really motivated me in the importance and role of the program."

"Gave me more confidence in myself. Made me realize we need to have a good opinion of ourselves in order to help others."

"They helped to point out the obvious that we are never able to see. Most of the exercises pointed out things that are right in front of us but we never focus on."

"They gave me more self-esteem."

"They knew what they were doing. They were enthusiastic and that helped increase our interest."

"They helped me both personally and as an aide."

During the second part of the evaluation, aides were invited to suggest ideas for additional sessions in human relations that would be useful to them in their positions. The suggestions were recorded on tape cassettes. Comments follow.

A session is needed on dealing with the belligerent student who is negative towards the aide.

More discussions are needed to help us learn what other aides are thinking and feeling about their positions in the classroom.

We need professional opinions about what to do with students who are impossible to reach.

We need more techniques on how to handle the kids who reject us, the hard-heads, the negative students.

More emphasis on the teacher-aide relationship. We need to be able to get along better with our teachers.

Aides should be grouped by career categories and exercises developed in each group.

It would be nice for the teacher of the school we are working with to come to the orientation program, they need to know human relations stuff too.

Sessions should be longer.

We need more time to talk to other aides about their experiences and their problems.

A training session for teachers is needed, in how to make use of the aides in their classrooms.

More problem-solving sessions which include the "how-to's" are needed.

Sessions on how to build confidence of slow students.

Special sessions on the career fields we represent and ideas on how to direct students in their own career development.

More help is needed on giving directions, students often make me repeat directions again and again.

We need help on how to handle apathetic students, how to motivate.

Special help is needed in operating audio-visual equipment.

Student discipline is a problem, how can we aides handle it better?

TALLY SHEET
(based on 79 completed questionnaires)

LOS ANGELS UNIFIED SCHOOL DISTRICT
AIDES TO CAREER EDUCATION (ACE) PROGRAM

The following evaluation has been designed to help us understand what you have gained from the training sessions developed by Adele Scheele and Beverly Kay of Social Engineering Technology, Inc.

You may choose more than one answer to any part. If you choose several or all answers and one answer in particular is much more meaningful than the others, check that answer twice.

If you did not participate in a particular session, please leave that part blank.

Part A: THE HELPING RELATIONSHIP

Design: A simulation was developed to help paraprofessionals to understand their styles of helping students.

Implementation: A tower of sugar cubes was built and assistance was given to a blindfolded participant who was instructed to use the non dominant hand.

1. On the whole as a first session, the tower building exercise was:

a	37 (3)
b	1
c	1
d	56 (7)
e	26

(a) something that really taught me about my own way of helping
(b) fun, but didn't teach me anything
(c) not even fun
(d) gave me a way to see how others give and get help
(e) a chance for me to try out different ways of helping.

2. I now know the following kinds of information for the teaching of disadvantaged students:

a	57 (5)
b	22 (1)
c	67 (7)
d	0
e	23 (2)

(a) being able to see a problem from their point of view is important
(b) that it's sometimes not helpful to tell them what to do
(c) that it's important to encourage their attempts even though what they do is not perfect
(d) that it's better everytime to do the project for them than to watch them struggle
(e) that it's hard to be disadvantaged.

*( ) represents the number who checked the item twice.

3. a 43 (1)
b 43 (5)
c 3
d 59 (10)
e 1

3. Something I learned about the helping style can be said to be:

(a) there is such a thing as overhelping
(b) that it's good to take time out to plan how to attack the problem
(c) that there is only one really right way to help
(d) building up trust is important
(e) that the only goal in teaching is getting the student to finish the assignments.

PART B: COACHING BEHAVIOR IN GROUPS

Design: A simulation was developed to teach two types of behaviors--those behaviors that help complete the task and those that help towards establishing good relationships among the group members.

Implementation: Problem solving assignments were given to small groups while behavior was coached by the instructors. The process of giving and receiving feedback was facilitated through the use of the Johari Window techniques.

1. a 26 (3)
b 1
c 20 (1)
d 4
e 36 (4)

1. In general, this exercise:

(a) taught me that group members actually need to play various roles
(b) taught me to keep my mouth shut in a group because there's more at stake than I brought
(c) made me realize what roles I need to play more at home as well as in school
(d) didn't teach me anything I didn't already know
(e) taught me to be more willing to ask for feedback and give it in a constructive way.

2. a 39 (3)
b 27 (1)

2. What I learned about communication in groups is:

(a) tone of voice and gestrues are as strong as words and have an impact on a group
(b) necessity of someone's responding to a good idea so that it won't plop.

PART C: POWER

Design: A simulation was used to examine behavior and to open discussion on the effects of power and influence.

Implementation: The entire group participated in STAR-POWER, a simulation developed by Westeral Behavioral Sciences Institute.

1. a 25 (1)
b 17
c 19 (1)
d 8 (2)

1. The effect of this simulation was to:

(a) make me aware of my own need for power
(b) point up how powerless the system makes me feel
(c) makes me realize how much shrewd negotiation pays off
(d) insult my sense of fairness.

2. a 41 (4)
b 32 (2)
c 35 (1)
d 4

2. Direct parallels can be drawn to the classroom where:

(a) disadvantaged students experience not being wanted in addition to not achieving
(b) power is often measured by being in the in-group
(c) popular or powerful students hardly ever pull in less popular students
(d) the teacher can easily solve power problems.

3. a 41 (4)
b 42 (1)
c 13
d 18 (1)

3. During this simulation, I gained the following insights:

(a) a new understanding of what disadvantaged students feel
(b) a new understanding of what it means to have "made it."
(c) a feeling of powerlessness in even dealing with power
(d) power is more complicated than I thought

PART D: PROBLEM-SOLVING

Design: Four problem solving modules were introduced to help paraprofessional aides solve both professional and personal problems.

Implementation: The Instructors led small groups of aides to develop problem-solving strategies. Some of the techniques used to stimulate the process included: "Is it Always Right to be Right?" Force Field Analysis, and Building on Others Ideas.

1. a 53 (5)
b 30 (2)
c 3
d 43 (5)

1. In general, the problem-solving exercises helped me to:

(a) realize that there's more than one way to solve a problem
(b) admit when I've been wrong
(c) know that there's always one right answer
(d) that great ideas are also possible by building on someone else's ideas.

2. a 45 (5)
b 30 (4)
c 35 (2)
d 32 (2)

2. In relating these ideas to the classroom, I might try:

(a) helping students learn to listen to each other's ideas
(b) helping students faced with a decision to understand forces that both pull and push them toward or from solutions
(c) to help students find more resource in their own lives to help solve their problems
(d) not to cover up if I think I've made a mistake.

1. a 53 (3)
b 34 (1)
c 4
d 22
e 35 (2)
f 1
g 40 (1)
h 46 (2)

1. In general, these special training sessions provided me with:

(a) a chance to learn about teaching through experimental techniques
(b) a way of really meeting others needs in career education
(c) a chance to realize that I don't like this kind of training
(d) a lot of energy that really helped me feel and work better
(e) a different way of thinking about my own life
(f) two-hour naps
(g) an appreciation for the special role of paraprofessionals in the classroom
(h) the full realization of how afraid we are of each other.

2. a 33 (3)
b 7 (1)
c 48 (5)
d 42
e 1
f 6

2. In general, the way the two instructors worked:

(a) made me eager to come to their sessions
(b) made me feel uncomfortable about being in the class
(c) taught me more about my behavior and my role in the classroom than I have learned in any lecture
(d) allowed me to also learn from their stories of their own experiences
(e) made me think that this was their first job
(f) made me wish I had a partner to work with collaboratively.

3. a 8
b 3
c 26
d 13 (2)
e 35 (1)

3. What I learned about my own style of communicating in groups is that:

(a) I have built up some "facade" because of past experiences in order to seem smarter and better than they think I am
(b) I can't change
(c) I've been able to compare how my style changes from home to work
(d) this exercise didn't teach me all I need to know
(e) I've been able to choose from a new "wardrobe of behaviors" instead of my old "uniform" behavior.

When I'm in my classroom and I think back to these sessions, the things I will remember most will be:

The trainers were helpful in the following ways: